

GREEN COUNTY STUDENT INTERVENTION SYSTEM (SIS)/RTI

The Kentucky System of Intervention (KSI) is a framework for providing systemic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12. KDE established KSI to assist schools and districts as they develop a comprehensive instructional system, integrating human, physical and financial resources and materials. This comprehensive system addresses Response to Intervention (RTI), accelerated learning requirements, closing achievement gaps, high quality instruction, readiness to learn and student transitions. The components of RTI serve as a strong framework in the design of the KSI model:

- Universal screening
- Measurable definition of problem area
- Baseline data prior to an intervention
- Establishment of a written plan detailing accountability
- Progress monitoring
- Comparison of pre-intervention data to post-intervention data for efficacy

RTI is usually thought of as a multi-tiered model with specific activities occurring in each of the three tiers. **Tier 1** encompasses quality classroom instruction based on state curriculum framework: research-based instructional strategies; on-going student assessment and professional development; interventions within general framework of classroom (Approximately 80% of all students will respond with success to core instruction.) **Tier 2** provides focused supplemental instruction for students who are not successful in Tier 1; supplemental instruction is in addition to core instruction (Approximately 15% of all students will respond with success to core and supplemental instruction.) **Tier 3** requires intensive interventions specifically designed to meet the individual needs of students who have not been successful in Tiers 1 and 2 (Approximately 5% of all students will respond with success to core, supplemental and intensive instruction.)

The System of Intervention Pyramid is a pictorial representative of an approach used to increase the opportunity for all students to meet academic achievement standards through early identification of students whose academic/behavioral needs place them at risk. RTI ensures that resources and interventions are appropriately targeted to serve all struggling learners as early as possible through high-quality instruction.

GREEN COUNTY STUDENT INTERVENTION SYSTEM (SIS)/RTI

Applicable Areas: Reading, Writing, Math, Emotional/Behavioral, Language Proficiency

A Model for Success (Multi-layered, Fluid, Proactive, Extensive, Monitored, Supported by PD, & Communicated)

Federal Special Ed Statutes

Deficit Model to Capacity Building Model

Discrepancy Model-1975

Outcomes Model-late 1980's

Kentucky Statutes-RTI Components (6)

KRS 158.6453—HS WorkKeys-RTI Reading and Math

KRS 158.6459—MS EXPLORE, HS PLAN & ACT English, Reading and Math. Universal Screening, Tiered services and progress monitoring

KRS 158.649—P-HS Achieve. Gap < BT → CDIP

KRS 158.792 & KRS 164.0207—Primary Reading Intervention Program Grant & Definitions

KRS 158.844—P-12 Math RTI (6)

KRS 158.441—3 causes for RTI Services (6)

KY Administrative Regulations

Special Ed. Programs

707 KAR 1:300—Child Find

Sec. 1. Child Find Requirements

Sec. 2. Coordinated early intervening services

Sec. 3. Referral System

(1) System

(2) Appropriate instruction & intervention services

Student Special Ed (SSE)

- IEP
- PSP
- GSSP
- Behavior Management Plan

Intensive Student Intervention (ISI)

5%

KDE recommends:

- *1-to-1 instruction with a HQ & effective teacher
- *Progress monitor 2+times/week.
- *Intensive reading and mathematics instruction.
- *Individual behavior intervention-intense and assessment based

Tier 3

Supplemental Student Intervention (SSI)

15%

KDE recommends:

- Screening Tools
- Additional instructional services
- Cooperative grouping
- Support of instructional coach
- ELL specialists
- G/T specialists
- Literacy/Math specialists
- Extended School Services

Tier 2

Targeted small group behavior intervention-rapid response for at-risk

Core Student Intervention (CSI)

80%

KDE recommends:

- Program of Studies
- Core Content for Assessment
- Performance level Descriptions
- CATS data (KCCT, writing portfolio, EPAS)
- Differentiated Instruction
- Formative assessment strategies
- Collaboration of educators
- parents, community
- Individual Learning Plans
- Vision and Hearing Screening

Tier 1

Universal/School-wide behavior intervention-proactive for all students in all settings

With interventions being the key focus of a SIS, a variety of resources is needed to select intervention strategies, such as behavior guides, accommodation tools, intervention and instructional strategies charts. There are at least four other sources for intervention strategies:

- Classroom Resources: supplementary textbook materials, technology, teacher assistants, etc.
- School-wide Resources: volunteer programs, specialists, cross-age peer tutoring programs, Special Education Teachers provide intensive interventions at Tier 3, before- and after-school programs, etc.
- District-wide Resources: content coaches may be deployed in reading, math, and science; the instructional technology department may have technology resources, etc.
- Home/Community-Based Resources: work-study assignments, community mental health services, business-school partnerships, etc.

Student progress will be monitored closely using progress monitoring tools and an individual folder maintained on each student in the RTI program with all screenings, monitoring, and academic data. RTI student folders will be kept in a specifically identified place at the school and will transition to the next level as long as the student remains in the RTI program. The results determine whether the student is returned to core instruction, remains at the tier for a longer period, or moves to another tier. To assist the school team, the District Testing Coordinator will meet with the school core team to determine the need for IQ testing when considering pre-referrals on Tier 3 students.

The District RTI Design Team will include the District Supervisor of Instruction, District Director of Special Education, District Testing Coordinator, all principals, and at least one representative for each building grade configuration of K-2, 3-5, 6-8, and 9-12. The responsibility of the design team will be to establish the general procedure by which the school core team will function to improve student performance. At the school level, the core team will be made up of a building administrator, general education/special education teachers, other school specialists (a total of four). The role of the school core team shall be a 5-step process: identification of students with problems, analysis of student data, development of an intervention plan according to the needs of a student, implementation and monitoring of a student action plan, and evaluation of the student intervention plan. The school core team will have follow up meetings, after the initial placement, in January and May of each year to assess student progress.

When a request for RTI is submitted from a teacher or the core team and approved by the core team, the identification, analysis, and action plan should require no longer than two weeks to implement the plan. At each level of the 5-step process, specific questions should be asked and answered to be able to develop a program for individual student improvement:

- I. Identification – Who needs assistance? What is the problem?
 - Screen students and collect data
 - Review school-wide academic and behavioral data
 - Identify students with problems
 - Define the problems
- II. Analysis – Why does the problem exist?
 - Analyze and interpret student data
 - Identify specific skill area deficits
 - Formulate hypothesis
- III. Action Plan – What actions should be taken to address the problem?
 - Develop a goal-oriented intervention plan
 - Use data to match interventions to student needs
 - Designate who will implement interventions
 - Decide when, how often, group size, and location for intervention delivery
 - Determine resources needed
 - Specify the Curriculum-Based Measurement
 - Establish benchmark expectations
 - Determine professional development needed
- IV. Implementation – How is the action plan implemented and monitored?
 - Apply differentiation in grouping and in strategies
 - Monitor progress frequently/repeatedly over time
 - Monitor the effectiveness of the interventions
 - Monitor student's responsiveness to interventions
 - Verify occurrence of research-based instruction/interventions
 - Maintain data documentation
 - Modify and adjust as needed
- V. Evaluation – Did the interventions work? What is next?
 - Review progress using data documentation
 - Determine if the intervention worked
 - Revise or adjust the intervention plan
 - Make placement decision

The goal of the District RTI Design Team and the School Core Team is to ensure quality instruction that reflects scientifically research-based practices and to ensure that all students receive high quality instruction and behavioral support delivered accurately and consistently by trained teachers. We recognize that implementing the RTI approach requires a collaborative effort. As part of the effort, team members are selected, roles and responsibilities are designated, clear operating procedures (**Appendix C**) are developed along with the appropriate RTI forms and materials, training for all staff members in the RTI process including universal screening analysis; varied interventions; implementation, monitoring, and evaluation of the student's success during the intervention plan.

Included in our SIS plan is a matrix for universal screenings (**Appendix A**) and varied interventions (**Appendix B**) represented at each educational level. Other forms relative to the intervention planning, implementation, and progress monitoring are included in the appendices (**Appendix D**).

APPENDICES

RTI (Response To Intervention)

(APPENDIX A)

Universal Screenings (US)

US	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
MAP Reading/Math K-1	❖			
MAP Reading/Math/ Language Arts 2-6	❖	❖	❖	
MAP Science 6			❖	
DIBELS	❖	❖		
TPRO	❖			
A+LS Reading/Math (Pretest)	❖	❖	❖ (Gr. 6/7)	
EXPLORE Reading/Math/ Science/Language			❖ (Gr. 8)	
PLAN Reading/Math/ Science/Language				❖ (Gr. 10) ❖ (Gr. 11)
ACT				
GRADE Reading		❖ (Gr. 5)		
GMADE Math		❖ (Gr. 5)	❖ (Gr. 6/7/8)	❖ (Gr. 9)
KCCT		❖	❖	❖
BEHAVIOR KYCID	❖	❖	❖	
BEHAVIOR IC REFERRAL SYSTEM	❖	❖	❖	❖

RTI (Response To Intervention) (APPENDIX B)

Varied Interventions

Strategies/Methods	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
MAP Skills Test	❖			
A+LS Posttest	❖	❖	❖	❖
STARFALL	❖			
READING COACH	❖	❖		
GREAT LEAPS	❖	❖	❖	
ESS	❖	❖	❖	❖
PLATO			❖	❖
BEHAVIOR KYCID	❖	❖	❖	
BEHAVIOR Adanta	❖	❖	❖	❖
BEHAVIOR Alternative/Detention	❖	❖	❖	❖
ACADEMIC PLUS			❖	
STUDY HALL			❖	
MINI-PERIODS	❖	❖	❖	❖

PROCECURES FOR GREEN COUNTY STUDENT INTERVENTION SYSTEM (SIS)/RTI (APPENDIX C1)

1. Each school will select members for its school core team to manage the SIS.
2. All school core team teacher members will be provided release time.
3. Each school core team will choose a chairperson for that group.
4. All intervention instruction shall be remedial not homework/classwork.
5. The classroom teacher and remedial teacher shall come to consensus on grading for any class work missed during intervention instruction beyond the RTI scheduled time.
6. At least two universal screenings will be used to identify students who need intervention services. For example:
 - Dibels – at risk
 - MAP- at or below the 25th percentile
 - A+LS- two whole levels below Grade Equivalency (GE) (consider month as well) in reading, language arts, and math
 - EXPLORE- below the benchmark performance in reading, language arts, and math
 - PLAN- below the benchmark performance in reading, language arts, and math
 - GRADE- the stanines of 1-3 in reading
 - GMADE-the stanines of 1-3 in math
7. After a student is identified for Tier III interventions, parents will be notified by letter **(see attachment)**.
8. From the universal screenings and other intervention documentation the core team will decide what students need Tier II & III interventions as well as interventions for Tier III students.
9. The school core team shall identify no more than 3 specific areas of concern at one time and at least 2 intervention strategies for remediating these concerns.
10. The school core team will monitor and evaluate the progress of intervention students 3 times each year after the administration of diagnostic/screening assessments. Special attention will be given at the beginning of January for placement decisions and the end of May in preparation for the next school year.
11. Once a student is placed in Tier III, the core team will determine the specific, intense interventions for a period of 3 weeks/15 days. If no progress is made during this time, the core team may begin the pre-referral process for an additional 30 days. After appropriate student progress monitoring, if the core team decides a student needs an IQ test, the special education teacher at the student's grade level will request an ARC meeting to get permission for an evaluation.

(APPENDIX C2)

Date_____

Dear_____:

Your child has been identified through assessment as having a need for instructional intervention in _____. Your student's school intervention team will be planning strategies for instruction to help your child be successful. The team will meet periodically to monitor your student's progress. If adequate progress does not occur, we will be including you in further planning.

Sincerely,

_____, Chairperson

_____Core Team

GREEN COUNTY STUDENT INTERVENTION SYSTEM (SIS)/Response to Intervention (RtI)

Progress Monitoring

Student's Name _____

Date Interventions Begin _____

Record Card Information and/or Current Grades

Choose 2 – 3 areas of concern on which to focus. List the areas below along with the interventions to be applied.

Area of Concern #1: _____

Intervention Strategy 1A: _____

Intervention Strategy 1B: _____

Area of Concern #2: _____

Intervention Strategy 2A: _____

Intervention Strategy 2B: _____

Area of Concern #3: _____

Intervention Strategy 3A: _____

Intervention Strategy 3B: _____

All progress monitoring of interventions should be recorded on the back of this page. Interventions should be applied 3 – 5 times per week for 20 – 30 minutes by the teacher or other assigned adult. These interventions are over and above other strategies applied to the whole class.

Information describing the success of the intervention should be noted along with percentages/fractions for # correct. MASTERY (+) NON-MASTERY (-)

If no progress is noted by the mid-point, new interventions should be implemented.